

New Jersey State Department of Education



Core Curriculum Content Standards For Students with Severe Disabilities *Core Curriculum Content Standards Crosswalk Language Arts Literacy, Mathematics and Science*

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**Core Curriculum Content Standards
For Students with Severe Disabilities**
*Core Curriculum Content Standards Crosswalk
Language Arts Literacy, Mathematics, and Science*

William H. Librera
Commissioner

Isaac Bryant
Assistant Commissioner

Barbara Gantwerk
Director
Office of Special Education Programs

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Introduction

In June 2000, the New Jersey State Board of Education adopted the Core Curriculum Content Standards for Students with Severe Disabilities (CCCSSSD) to provide access to the Core Curriculum Content Standards (CCCS) for students with significant learning challenges. The CCCSSSD were an extension of the CCCS forming a continuum that represented the learning needs of all students. The CCCSSSD include standards selected from the Core Curriculum Content Standards of 1996 with modified cumulative progress indicators.

In July 2002, the CCCS in language arts literacy, mathematics and science were revised to include more grade levels and a broader range of skills. The new CCCS allow all students to access one set of content standards. A crosswalk between the CCCS and the CCCSSSD in language arts, mathematics and science revealed that all of the modified cumulative progress indicators in the CCCSSSD are reflected in the revised CCCS indicators. The CCCSSSD indicators are reflected in the revised CCCS as written, as a modification of the new indicators or they may represent a strategy for implementing the new indicators. This relationship is further explained below.

Due to the fact that the CCCSSSD have become embedded in the revised CCCS more clearly, the State Board of Education recently eliminated the CCCSSSD. Beginning with IEPs developed for the 2004-2005 school year, the goals and objectives of students with disabilities should be related to the revised CCCS and associated cumulative progress indicators. The approach to the standards and the general education curriculum has not changed in that students with disabilities may be working within the standards at whatever level is appropriate. Students may be working on the skills as they appear in the indicators, skills that are embedded in the indicator or on skills that are represented in indicators for different grade levels, which are considered building blocks toward the grade-level indicators.

The following document includes the original CCCSSSD in language arts literacy, mathematics and science, with each indicator followed by related indicators from the revised CCCS. It is important to note that the CCCSSSD **standards** are from the 1996 CCCS document. Only the ***cumulative progress indicators*** were modified for the CCCSSSD. The notation system for the revised indicators developed by the Office of Academic and Professional Standards has been used. The document represents a collaborative effort between the Office of Special Education Programs and the Office of Academic and Professional Standards. A guide for using this document appears on page seven.

It is important to note that the list is not exhaustive. Teachers may find additional links between the indicators both within and across content areas. Since the revised standards in a number of content areas have not been completed, only a few references are made to content areas other than language arts literacy, mathematics, and science. A crosswalk for the remaining content areas will be released when the revised standards are finalized. This document is meant as a guide for IEP teams to demonstrate the process of aligning IEP goals and objectives with the standards and the general education curriculum for students who have educational needs related to the CCCSSSD.

The CCCSSSD included some cumulative progress indicators that reflected adaptations or accommodations. For example, the first indicator under the speaking standard (3.1 in the CCCSSSD) referred to using the student's primary mode of communication for expressive communication. This would apply to a student who is learning to expressively communicate using an augmentative communication device, sign language, or objects rather than "speech." The student does not require a different cumulative progress indicator – the student is learning to "speak for a variety of audiences and purposes (Indicator 3.3.4D1)" – however, he or she requires an accommodation which remains allowable under the revised CCCS. The student may also be communicating at a different level from that of his or her peers but would still be considered learning skills related to the revised speaking standard and indicator. The Individualized Education Program team must keep in mind that the concept of adapting instruction has not been eliminated – students with disabilities should continue to learn those skills that are relevant to their needs within the context of the standards.

Students may access the standards in a variety of ways:

As written: Students may be expected to learn the content of the cumulative progress indicators within the standards that their typical peers are expected to learn.

With accommodations: Students are expected to learn the content of the cumulative progress indicators within the standards that their typical peers are expected to learn; however, they may require different instructional strategies, different modes of communication and/or other instructional accommodations or adaptations that do not change the content of what the child is taught or will be expected to learn. Teachers are referred to the Curriculum Frameworks which provide instructional adaptations for students with disabilities.

With modifications: Students are expected to learn only some of the knowledge and skills in the general education curriculum for their grade or they are learning knowledge and skills at a different level of difficulty within the standards. The Curriculum Frameworks also provide ideas for teachers on how to adapt instruction when the content is modified.

Access skills: Students are taught and expected to learn skills that will enable them to learn the standards such as motor or social skills. These skills are taught within the content of standards-based activities.

The following example illustrates how students can learn at various levels within the CCCS:

Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Cumulative Progress Indicator: Grade 12: A. Discussion: 1. (3.3.12A1) Support a position integrating multiple perspectives

Activity: Students will give a persuasive speech.

As Written: Roberto studied the work of Martin Luther King and then developed and gave to the class a persuasive speech supporting the civil rights movement from the perspectives of Americans in the 1960s.

As Written with Accommodations: Ellen studied the works of Helen Keller and prepared a persuasive speech, given to the class with the use of an interpreter, supporting the rights of people with disabilities.

Modified Expectation: Eric prepared and gave a short speech delineating three reasons why he supports the limitation on smoking in public places.

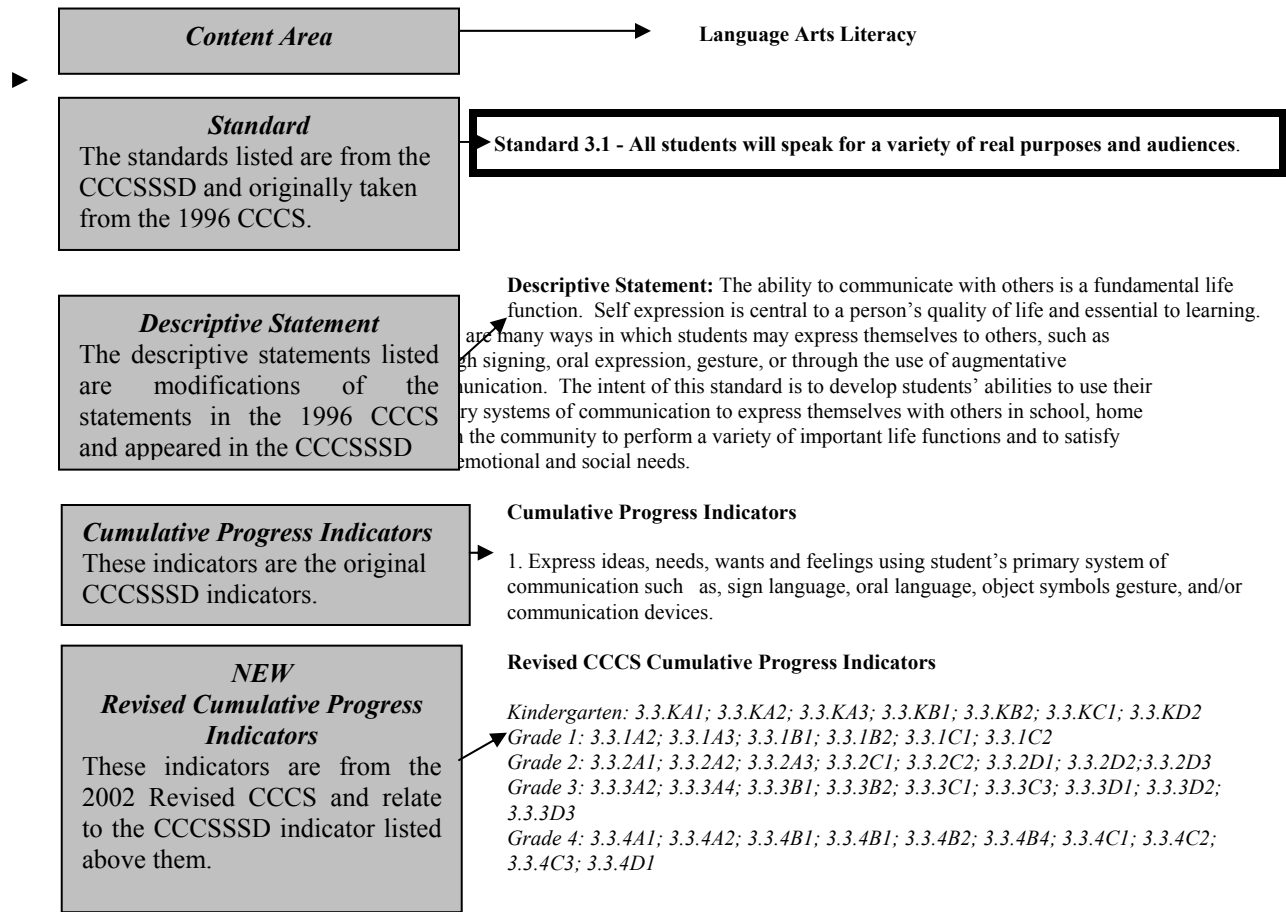
Access Skill: Angela used a switch to play tape-recorded selections from famous speeches (e.g., JFK “Ask Not”).

Students working on a modified or access skill level also require instructional accommodations and adaptations. Adaptations may involve changes to instructional presentation, classroom organization, student responses, and/or safety considerations. An in-depth discussion of adaptations can be found in the New Jersey Curriculum Frameworks.

Statewide Assessment

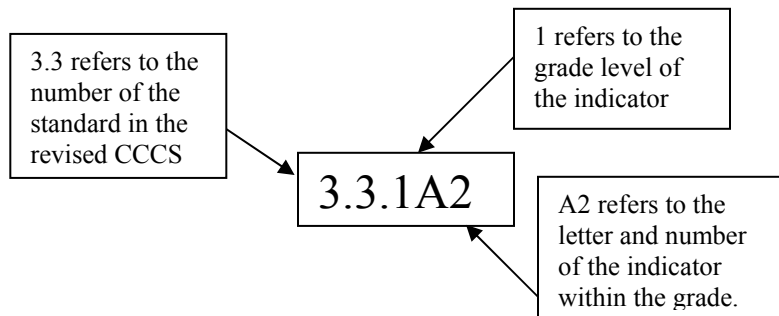
Students with disabilities, regardless of how they are working in the standards, participate in state assessments according to New Jersey Administrative Code Title 6A, Chapter 14-4.11(a)2. Further guidance on how IEP teams determine whether a student will participate in the general state assessment for a grade or the Alternate Proficiency Assessment (APA) are available in the Educator’s Manual for the Alternate Proficiency Assessment (APA) available at www.ihdi.uky.edu/ilssa/njapa or the Department of Education web site at www.state.nj.us.

Guide to Using This Document



IEP teams, teachers, administrators and parents can find the **Cumulative Progress Indicators** from the CCCSSSD that relate to a student's needs and check the **Revised Cumulative Progress Indicators** to link IEP goals and objectives to the revised Core Curriculum Content Standards. The notation for the Revised Cumulative Progress Indicators is explained below. The **Revised CCCS** and Indicators are on the New Jersey Department of Education web site at www.state.nj.us/education.

Notation for **Revised Cumulative Progress Indicators**



Language Arts Literacy

Standard 3.1 - All students will speak for a variety of real purposes and audiences.

Descriptive Statement: The ability to communicate with others is a fundamental life function. Self expression is central to a person's quality of life and essential to learning. There are many ways in which students may express themselves to others, such as through signing, oral expression, gesture, or through the use of augmentative communication. The intent of this standard is to develop students' abilities to use their primary systems of communication to express themselves with others in school, home and in the community to perform a variety of important life functions and to satisfy their emotional and social needs.

Cumulative Progress Indicators

1. Express ideas, needs, wants and feelings using student's primary system of communication such as, sign language, oral language, object symbols gesture, and/or communication devices.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.3.KA1; 3.3.KA2; 3.3.KA3; 3.3.KB1; 3.3.KB2; 3.3.KC1; 3.3.KC2; 3.3.KD2

Grade 1: 3.3.1A2; 3.3.1A3; 3.3.1B1; 3.3.1B2; 3.3.1C1; 3.3.1C2

Grade 2: 3.3.2A1; 3.3.2A2; 3.3.2A3; 3.3.2A4; 3.3.2C1; 3.3.2C2; 3.3.2D1; 3.3.2D2; 3.3.2D3

Grade 3: 3.3.3A2; 3.3.3A4; 3.3.3B1; 3.3.3B2; 3.3.3C1; 3.3.3C3; 3.3.3D1; 3.3.3D2; 3.3.3D3

Grade 4: 3.3.4A1; 3.3.4A2; 3.3.4B1; 3.3.4B2; 3.3.4B4; 3.3.4C1; 3.3.4C2; 3.3.4C3; 3.3.4D1

Grades 5-6: 3.3.6A1; 3.3.6A2; 3.3.6B1; 3.3.6B2; 3.3.6C1; 3.3.6C2

Grades 7-8: 3.3.8A2; 3.3.8B2; 3.3.8B3; 3.3.8C1; 3.3.8C2; 3.3.8C3; 3.3.8D2; 3.3.8D3; 3.3.8D4

Grades 9-12: 3.3.12A1; 3.3.12A2; 3.3.12B1; 3.3.12B5; 3.3.12B6; 3.3.12D1; 3.3.12D2

2. Participate in conversations with peers and adults by alternating roles of speaker and listener.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.3.KA1; 3.3.KB1; 3.3.KD2

Grade 1: 3.3.1A2; 3.3.1B1; 3.3.1B2;

Grade 2: 3.3.2A1; 3.3.2A2; 3.3.2A3; 3.3.2A4; 3.3.2B1; 3.3.2B2; 3.3.2D2

Grade 3: 3.3.3A1; 3.3.3A2; 3.3.3A3; 3.3.3A4; 3.3.3B1

Grade 4: 3.3.4A2; 3.3.4A3; 3.3.4B1; 3.3.4B2; 3.3.4B3; 3.3.4B4; 3.3.4B5; 3.3.4C3;

Grades 5-6: 3.3.6A1; 3.3.6A2; 3.3.6B1; 3.3.6B2; 3.3.6C2;

Grades 7-8: 3.3.8A1; 3.3.8A2; 3.3.8A3; 3.3.8B1; 3.3.8B2; 3.3.8B3; 3.3.8C1; 3.3.8C3; 3.3.8D3; 3.3.8D4
Grades 9-12: 3.3.12A2; 3.3.12D1; 3.3.12D2; 3.3.12D3

3. Give directions and/or instructions to others.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.3.KA1; 3.3.KA2; 3.3.KC1; 3.3.KD2

Grade 1: 3.3.1A2; 3.3.1C2

Grade 2: 3.3.2A1; 3.3.2B4

Grade 3: 3.3.3B2; 3.3.3C2

Grade 4: 3.3.4C3; 3.3.4C4

Grades 5-6: 3.3.6A1; 3.3.6C1

Grades 7-8: 3.3.8C1

Grades 9-12: 3.3.12B6; 3.3.12D1

3. Adjust expressive communication for different purposes and audiences.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.3.KD2

Grade 1: 3.3.1C2

Grade 2: 3.3.2A1; 3.3.2C1; 3.3.2D2

Grade 3: 3.3.3A1-4; 3.3.3B1-2; 3.3.3C1-3

Grade 4: 3.3.4D3; 3.3.4C3; 3.3.4C4; 3.3.4D1; 3.3.4D4

Grades 5-6: 3.3.6A2; 3.3.6B1; 3.3.6C1-2; 3.3.6D3-4

Grades 7-8: 3.3.8C1; 3.3.8D4

Grades 9-12: 3.3.12A6; 3.3.12C1; 3.3.12D4

4. Use communication system in school, home, community and work situations.

This indicator represents a strategy for providing opportunities for students to learn or practice the skills listed above in multiple environments. Expressing needs and wants might be the goal while using a special communication system would be an adaptation or accommodation.

Standard 3.2 - All students will listen actively in a variety of situations to information from a variety of sources.

Descriptive Statement: Listening involves sensory and cognitive processes important to all students. The ability to comprehend the communication of others enables students to engage in meaningful social interactions for pleasure and for practical purposes. While some students are able to listen through hearing, other students may learn “to listen” by using other senses such as vision or touch. Students may demonstrate their comprehension through verbal and non-verbal means.

Cumulative Progress Indicators

1. Listen for a variety of purposes such as enjoyment and obtaining information.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.4.KA1-3; 3.4.KB1-2
Grade 1: 3.4.1A1; 3.4.1B2-5; 3.4.1B7
Grade 2: 3.4.2A3; 3.4.2A3; 3.4.2B1-2
Grade 3: 3.4.3B1-3
Grade 4: 3.4.4A1; 3.4.4B1-2
Grades 5-6: 3.4.6A2
Grades 7-8: 3.4.8A1
Grades 9-12: 3.4.12A1

2. Demonstrate comprehension of another’s message through appropriate verbal or non-verbal responses.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.4.KA1; 3.4.KB2
Grade 1: 3.4.1A1-5; 3.4.1B7
Grade 2: 3.4.2A3; 3.4.2B1; 3.4.2B2
Grade 3: 3.4.3A2; 3.4.3B1-2
Grade 4: 3.4.4B1-2; 3.4.4B6
Grades 5-6: 3.4.6B1
Grades 7-8: 3.4.8A3; 3.4.8B1
Grades 9-12: 3.4.12A3

Standard 3.3 - All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Descriptive Statement: Using graphic symbols (e.g. printed letters, words or numbers, pictures, or Braille) enables students to express ideas, needs, wants and feelings in symbolic form to a variety of audiences. Writing enables students to organize as well as to express their thoughts and information, such as when preparing a shopping list or creating a get well card. Writing may take many forms such as handwriting, typing, drawing a picture, selecting a word or picture from a resource bank or dictating to a scribe.

Cumulative Progress Indicators

1. Express ideas, needs, wants and feelings using graphic symbols (printed word, pictures, Braille, assistive technology).
2. Demonstrate the ability to sequence and organize thoughts and information using graphic symbols for a variety of audiences and situations.

Revised Cumulative Progress Indicators (CCCS, 2002)

The revised CCCS writing cumulative progress indicators focus student learning on the writing *process* as a means to effective writing *products*. **All of the revised indicators at all grade levels are related to the indicators above.** The modification of mode of communication can be applied to any of the revised indicators by allowing students to express ideas, needs, wants and feelings using various types of graphic symbols such as printed word, numbers, pictures, symbols or pictures on a keyboard or Braille.

Standard 3.4 - All students will read a variety of material and texts with comprehension and critical analysis.

Descriptive Statement: Reading is a complex process through which readers actively interpret and create personal associations with printed material. The graphic materials read by students may be used for a variety of purposes including enjoyment, learning and problem solving and may take many forms including text, pictures, and object symbols. Students benefit from a range of experiences with a variety of materials to enhance development of comprehension skills. For example, students may read a book for enjoyment, read a picture activity schedule to review their daily activities, read a TV listing or they may read labels in the food store.

1. Use reading for different meaningful purposes such as enjoyment, learning and problem solving. Students may read graphic material (rebus, pictures, text) or objects (e.g., an object schedule).
2. Read or interpret graphic material with comprehension.

Revised Cumulative Progress Indicators (CCCS, 2002)

The revised CCCS reading cumulative progress indicators reflect a variety of aspects of reading including concepts of print, phonological awareness, decoding and word recognition, fluency, reading strategies, vocabulary and concept development, comprehension skills and response to text, and inquiry and research. **All of the revised indicators relate to the indicators above.** Adaptations, modifications or accommodations might involve the student reading symbols, pictures or objects with comprehension.

Standard 3.5 - All students will view, understand, and use nontextual visual information.

Descriptive Statement: Viewing involves the ability to respond with comprehension to messages from both print and non-print media. Media might include live performances, print media (photographs, charts, diagrams, illustrations), and electronic media (television, computers, film). Students should have opportunities to experience and learn from a variety of media which provide entertainment and information that can enrich their lives.

Cumulative Progress Indicators

1. Demonstrate the ability to gain information from a variety of media.

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.5.KA2; 3.5.KB1-2

Grade 1: 3.5.1A1-7; 3.5.1B2

Grade 2: 3.5.2A1-5; 3.5.2B1-2

Grade 3: 3.5.3A2

Grade 4: 3.5.4A1-4; 3.5.4C1

Grades 5-6: 3.5.6A2; 3.5.6B2

Grades 7-8: 3.5.8A3; 3.5.8C1

Grades 9-12: 3.5.12A3; 3.5.12C1

2. View various media for a variety of purposes (e.g. enjoyment, information).

Revised Cumulative Progress Indicators (CCCS, 2002)

Kindergarten: 3.5.KA2; 3.5.KB1-2

Grade 1: 3.5.1A1-7; 3.5.1B2

Grade 2: 3.5.2A1-5; 3.5.2B1-2

Grade 3: 3.5.3A2

Grade 4: 3.5.4A1-4; 3.5.4C1

Grades 5-6: 3.5.6A2; 3.5.6B2

Grades 7-8: 3.5.8A3; 3.5.8C1

Grades 9-12: 3.5.12A3; 3.5.12C1

Mathematics

Standard 4.1 -All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.

Descriptive Statement: Problem situations arise in many aspects of everyday life. Mathematics can be applied to describe problems as well as to solve them. Learning to apply problem-solving strategies at home, in the community and in school fosters students' independence and self-confidence.

Cumulative Progress Indicators

1. Recognize, formulate, and solve mathematical problems arising from everyday experiences

Revised Cumulative Progress Indicators (CCCS, 2002)

*The indicators below are designed to be embedded in instruction at each grade level:
4.5A1-3; 4.5B2; 4.5C3; 4.5E1; 4.5F1-2, 4.5F4; 4.5F5*

2. Apply mathematical problem solving strategies independently and with others.

Revised Cumulative Progress Indicators (CCCS, 2002)

*The indicators below are designed to be embedded in instruction at each grade level:
4.5A1-2; 4.5B1, 4.5B2; 4.5C4; 4.5F2; 4.5F4-5*

3. Evaluate appropriateness of mathematical problem solutions

Revised Cumulative Progress Indicators (CCCS, 2002)

*The indicators below are designed to be embedded in instruction at each grade level:
4.5A4-5; 4.5E2*

4. Develop alternate mathematical problem-solving strategies if initially selected approaches do not work.

Revised Cumulative Progress Indicators (CCCS, 2002)

*The indicators below are designed to be embedded in instruction at each grade level:
4.5A5; 4.5E2*

Standard 4.5 - All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding and power.

Descriptive Statement: Calculators, computers and other mathematical tools allow students with a variety of needs to use mathematics in everyday activities. Students should explore technology and become proficient in the use of tools that can assist them in solving everyday life problems.

Cumulative Progress Indicators

1. Use a variety of tools to measure objects or events (e.g., measuring behavior) in real life situations.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.2.2D3

Grade 3: 4.2.3D2

Grade 4: 4.2.4D2

Grade 5: 4.2.5D4

Grade 6: 4.2.6D4

Grade 7: 4.2.7D2

Grade 8: 4.2.8D4

Grade 12: 4.2.12D2

2. Use calculators, manipulatives, computers, and other tools to solve math problems in real life situations.

Revised Cumulative Progress Indicators (CCCS, 2002)

These CPIs are not grade specific. They should be reflected in instruction at each grade level:

4.5F1-2;4.5F4-5

Standard 4.6 - All students will develop number sense and an ability to represent numbers in a variety of forms and use numbers in diverse situations.

Descriptive Statement: Numbers are used in a variety of ways in our daily lives. For example, numbers are used for identification, counting, and purchasing. Number sense means knowing what numbers represent and a common approach to using them. Students need to be able to identify important numbers in their personal lives and use numbers for everyday tasks.

Cumulative Progress Indicators

1. Use whole numbers to count groups of objects within the context of everyday tasks.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.1.2A1

Grade 3: 4.1.3A1

Grade 4: 4.1.4A1

Grade 5: 4.1.5A6

Grade 6: 4.1.6A1

Grade 7: 4.1.7A4

Grade 8: 4.1.8A4

Grade 12: 4.1.12A1

2. Identify numbers of personal importance such as house number and phone number.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.1.2A1; 4.1.2A3

Grade 3: 4.1.3A1; 4.1.3A5

Grade 4: 4.1.4A1; 4.1.4A4

Grade 5: 4.1.5A1

3. Recognize coins and dollars and their value.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.1.2A3; 4.1.2A4

4. Use money to make purchases.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.1.2A4

Grade 3: 4.1.3A4

Grade 4: 4.1.4A4; 4.1.4B6

Grade 5: 4.1.5A2

Grade 6: 4.1.6A2

5. Follow budgets developed based on personal needs.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 3: 4.1.3B5

Grade 4: 4.1.4B6

Grade 5: 4.1.5A2; 4.1.5B1

Grade 6: 4.1.6A2; 4.1.6B1

Standard 4.8 - All students will understand, select, and apply various methods of performing numerical operations.

Descriptive Statement: Students can apply various computational methods to perform mathematical operations including mental math, use of manipulatives, estimation, paper and pencil techniques and/or the use of calculators. Knowledge of how to apply some basic mathematical operations can assist students in solving problems in everyday life.

Cumulative Progress Indicators

1. Use mathematical operations to solve problems in the context of everyday situations (e.g., shopping, banking).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.1.2B1; 4.1.2B5

Grade 3: 4.1.3B1; 4.1.3B4

Grade 4: 4.1.4B1; 4.1.4B4

Grade 5: 4.1.5B1

Grade 6: 4.1.6B1

2. Use estimation to solve problems in everyday life.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.1.2C1-3; 4.2.2D4

Grade 3: 4.1.3C1-4; 4.2.3D3

Grade 4: 4.1.4C1-4; 4.2.4D4

Grade 5: 4.1.5C1-4; 4.2.5D4

Grade 6: 4.1.6C1-4; 4.2.6D5

Grade 8: 4.1.8C3

Grade 12: 4.1.12C1

Standard 4.9 - All students will develop an understanding of and will use measurement to describe and analyze phenomena.

Descriptive Statement: Measurement helps describe our world using numbers. We use numbers to describe simple things like length, weight, and temperature. Familiarity with common measurement units and a practical knowledge of measurement tools help students observe and understand the world around them. Knowledge of how to apply measurement techniques to everyday tasks can increase independence.

Cumulative Progress Indicators

1. Use measures of length, distance, weight, quantity, time and temperature in the context of daily life activities.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.2.2D1; 4.2.2E1-2

Grade 3: 4.2.3D1

Grade 4: 4.2.4D1; 5.8.4B3

2. Select and use appropriate standard and non-standard units of measurement in every day activities such as meal preparation, shopping, and banking.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.2.2D3

Grade 3: 4.2.3D2

Grade 4: 4.2.4D2

Standard 4.11 - All students will develop an understanding of patterns, relationships, and functions and will use them to represent and explain real-world phenomena.

Descriptive Statement: Students should experience patterns in numbers, shapes and expressions. Students should use pattern-based thinking to understand and represent situations in everyday life. Understanding patterns can help solve problems and promote independence.

Cumulative Progress Indicators

1. Use pattern-based thinking to follow schedules and daily routines.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.3.2A1

Grade 3: 4.3.3A1

Grade 4: 4.3.4A1

Grade 5: 4.3.5A1

Grade 6: 4.3.6A1

Grade 7: 4.3.7A1

Grade 8: 4.3.8A1

2. Generalize pattern-based thinking to new situations.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 4.3.2A1

Grade 3: 4.3.3A1

Grade 4: 4.3.4A1

Grade 5: 4.3.5A1

Grade 6: 4.3.6A1

Grade 7: 4.3.7A1

Grade 8: 4.3.8A1

Science

Standard 5.4 - All students will develop an understanding of technology as an application of scientific principles.

Descriptive Statement: Science and technology are interdependent. Technology can assist students in learning how to complete everyday tasks. Students need to know the range of technological tools available and how to use them to improve the quality of life and enhance independence.

Cumulative Progress Indicators

1. Recognize tools and their functions (e.g., know that a scale is used to measure weight).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.4.2B1 5.8.2B3

Grade 4: 5.1.4B1; 5.4.4B1; 5.4.4C1

2. Select the most appropriate tool to complete a task.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.4.2B1

Grade 4: 5.1.4B1; 5.3.4B1

3. Utilize tools for everyday purposes (e.g., use a thermometer to determine temperature).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.4.2B1; 5.6.2A2; 5.8.2B3

Grade 6: 5.4.4B1; 5.8.6D1

Standard 5.6- All students will gain an understanding of the structure, characteristics, and basic needs of organisms.

Descriptive Statement: Life on earth is interdependent. Learning how to take care of personal needs can enhance independence. Learning how to care for other living things can increase self-confidence and develop responsibility.

Cumulative Progress Indicators

1. Demonstrate the ability to care for personal physical needs.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 2.1.2A2 (Draft health and physical education indicator)

2. Demonstrate appropriate care (cleaning, nourishing, maintaining) of living things.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 2.1.2A2 (Draft health and physical education indicator); 5.5.2A1

Grade 4: 5.5.4A2

3. Identify simple processes common to all living things (e.g. growth).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.7.2A1

Grade 4: 5.7.4A4

Standard 5.7 - All students will investigate the diversity of life.
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Descriptive Statement: Life on earth is complex and diverse. Students should know about the different kinds of life on earth, how living things depend on each other, and how they change over time.

Cumulative Progress Indicators

1. Identify characteristics of plants and animals encountered in everyday life.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.5.2A1,A2; 5.5.2B1;5.5.2C1

2. Identify similarities and differences in plants and animals.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.5.2A2

Grade 4: 5.5.4A2-3; 5.5.4B1; 5.5.4B2

Grade 6: 5.5.6B1-2

Grade 8: 5.5.8B1

3. Demonstrate understanding of changes that occur in plants and animals over time (e.g., changes from infancy to adulthood).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 4: 5.5.4C1

Grade 6: 5.5.6C1;5.5.6B2

Grade 8: 5.5.8B2

Standard 5.9 - All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformation.

Descriptive Statement: The concepts of force and motion are important in the completion of most tasks in everyday life. Learning to use energy efficiently and safely can increase productivity, promote access to recreational activities and develop skills in personal care.

Cumulative Progress Indicators

1. Demonstrate safe and efficient use of movement in daily living, employment, and recreation.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.7.2A1

2. Demonstrate safe use of electricity in daily living, employment, and recreation (e.g., use household appliances safely).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 4: 5.7.4B3

3. Demonstrate appropriate response to changes in temperature (e.g., choose appropriate clothing).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 2.1.2A2 (Draft health and physical education indicator); 5.8.2B3; 5.5.2B4

Grade 4: 5.8.4B3

4. Demonstrate appropriate response to daily and seasonal time changes.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 5.8.2B3-4; 2.1.2A2 (Draft health and physical education indicator)

Grade 4: 5.8.4B3; 5.8.4B4; 5.8.4B5

Grade 8: 5.8.8B1

Grade 6: 5.9.6A2

Standard 5.12 - All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

Descriptive Statement: Creating an awareness of the need to protect and preserve natural resources is a goal of science education. Students must develop an awareness of environmental issues and learn to respond appropriately to environmental conditions.

Cumulative Progress Indicators

1. Respond appropriately to weather conditions for comfort and safety.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 2.1.2A2 (Draft health and physical education indicator)

2. Recognize the impact of personal activities on the environment.

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 2: 2.1.2D4 (Draft health and physical education indicator)

Grade 4: 5.10.4.B1;

Grade 6: 5.10.6.A1; 5.10.6B1-2

Grade 12: 5.10.12B1-2

3. Demonstrate appropriate care for the environment (e.g., recycle).

Revised Cumulative Progress Indicators (CCCS, 2002)

Grade 6: 5.10.6A2; 5.10.6B1-2